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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

THE AMERICAN REVOLUTION IN MID-NINETEENTH AND MID-TWENTIETH CENTURY TEXTBOOKS

by

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(B.S., Trinity College, 1947)

Submitted in partial fulfilment of the
requirements for the degree of
Master of Arts

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CHAPTER I

INTRODUCTION

One of the most controversial periods in the history of the United States is that of the years from 1763-1789, the Revolutionary period. The factors that united and grew into the powerful country of today had their beginnings in that time. As Goodrich,[1] at the beginning of this period in his history, said:

> The American Revolution is doubtless the most interesting event in the pages of modern history. Changes equally great, and convulsions equally violent, have often taken place, and the history of man tells us of many instances in which oppression, urged beyond endurance, has called forth the spirit of successful and triumphant resistance. But, in the event before us, we see feeble colonies, without an army, without a navy, without an established government, without a revenue, without munitions of war, without fortifications, boldly stepping forth to meet the veteran armies of a proud, powerful, and vindictive enemy.

Historians tell us that a large amount of time must elapse in order that we can view history with the objectivity and the perspective necessary for the correct appraisal of events. Does the interpretation actually change or is it the historians by their varied approach who make it appear different ? The Napoleonic definition of history as stated by Walworth[2] says that "history is legend agreed upon."

1/ C.A. Goodrich, History of the United States, 100th edition. Boston: Jenks and Palmer, 1844, p. 149.

2/ Arthur Walworth, School Histories at War. Cambridge, Mass.: Harvard University Press, 1938, pp. 3-21.

A great deal of material has been written and probably has yet to be written concerning the different interpretations of the American Revolution. One of these many articles written concerning this period was by Sydney Fisher for the History Teacher's Magazine of March, 1913.[1/] In this article he states that very little if any original material, such as documents, memoir or letters, was used in writing the early standard histories of Bancroft, Hildreth, and Fiske. School textbooks were usually taken from these standard histories. Investigations into this original material in the twentieth century entirely changed the concept of the revolution. His opinion regarding the gradual change in the history books is that the lapse of time has changed the idea that it is inadvisable to let everything concerning the revolution be known. Some facts that Mr. Fisher said had remained hidden until the present century are 1) mention of the loyalists in the country to show that the revolution was not spontaneous; 2) sucess of the revolution for the colonists due to reluctance of General Howe to act; 3) offer of peace by the British government before France entered the war would have given the colonists dominion status. Mr. Fisher gives one example of an actual changing of this original evidence. Jared Sparks, an early Harvard President, changed original letters of Washington to exalt him as a figure of perfection. He

1/ Sydney G. Fisher, "The Legendary and Myth-Making Process in Histories of the American Revolution," History Teacher's Magazine, Volume IV, 1913, pp. 63-71.

characterized him as the godlike "Father of His Country" that every school child still knows today. He summarizes his article with this:

> Why be so scared and timorous about the original evidence, and why conceal it? The real revolution is more useful and interesting than the make-believe one. The actual factions, divisions, mistakes, atrocities, if you please, are far more useful to know about than the pretense that there are none. The real patriots who hated colonialism and alien rule in any form, and who were determined to break from the empire no matter how well it governed them are more worthy of admiration than those supposed 'affectionate colonists' who, we are assured, if they had been a little more coddled by England, would have kept America in the empire to this day. 1/

Harold Faulkner 2/ in his article, "Perverted American History," attacks the organized groups in the country today that insist that the textbooks of our schools be written to inculcate patriotism and ideals and to teach racial or nationalistic propaganda. He cites what one judge in the midwest had to say regarding the question of taxation before the revolution, "I want our school children taught that our forefathers were right and the British were wrong on this subject." 3/ He lists the accusations against textbooks by these societies as: tendency to devote less space to the revolution than they formerly did, critical treatment of accepted American heroes or omission entirely of these men,

1/ Sydney G. Fisher, op. cit., p. 71.

2/ Harold Underwood Faulkner, "Perverted American History," Harper's Magazine, 152:337-46, February, 1926.

3/ Ibid., p. 344.

treatment of social and political movements so as to develop a sympathy toward bolshevism and communism. Such pressure groups are always at work at whatever they believe to be the best for the country.

My own opinion concerning the importance of a knowledge of history, is to prepare the future in one's own age. The thirteen small struggling nations were disunited by colonial leaders, industries, laws, geography, and economics. As colonies they had been founded by totally different types of people for a variety of reasons. In general, the North was founded by religious dissenters, while the South was built up by adventurers. Even so, with only a small, untrained and undisciplined army, no money and a civilian population that did not want to feed the army, the colonists attained independence. The Colonies gradually united into a nation that struggled through an infancy filled with wars and finally only achieved maturity in the twentieth century, almost one hundred fifty years after its birth. One of the most important things about the revolution is the example of courage and determination as shown by the handful of men that started the revolution. Schlesinger, in his book, New Viewpoints in American History,[1] quotes Samuel Adams as admitting that the hardest thing the patriot leaders had to do was to keep the spirit of revolt alive in all of the

1/ Arthur M. Schlesinger, New Viewpoints in American History, New York: The Macmillan Company, 1928, pp. 160-181.

thirteen colonies.

The critical period following the revolution can also teach the world of today many lessons. The League of Nations in 1918 was founded as a world federation for the purpose of uniting the nations of the world. The United Nations, organized in 1945, is today still attempting to carry on this idea. Both organizations have been successful in the field of labor, education, health, and relief work. Is it then so very revolutionary to consider the possibility of world unification, or at least, unification of Europe ? Many people of the present day consider it a definite possibility. They realize that years of understanding and cooperation between the nations are necessary before it could become a reality, but they believe that the United Nations will be able to hasten the procedure.

Mr. John Holmes,[1/] in an article in the November, 1947 issue of the Journal of the National Education Association, tries to show why everyone should keep faith in the United Nations. He compares the present United Nations Assembly with the Constitutional Convention of 1787. One colony, Rhode Island, refused to send delegates. Only about one-half of the initial body that attended the convention stayed until the finish. The constitution,itself, was in operation after only nine and not thirteen of the colonies had ratified

1/ John Holmes, "History Holds a Hope," National Education Association Journal, 36:559, November, 1947.

it. This shows a strong likeness to the meetings of the United Nations Assemblies of today during the periods that Russia and her Satellite countries refuse to cooperate with the Western Powers. At the end of his article, Mr. Holmes makes this statement: "It was this refusal to be daunted by a breakdown of cooperation which led the way to the 'new nation' of America."

Mr. Edward R. Lewis,[1] in an article in the Yale Review, discusses the problem of European unification with a negative attitude. It is his opinion that the thirteen colonies were never sovereign nations individually, and that they never acted except in a subordinate manner. He points out that none of the colonies ever sent out foreign ambassadors, made war, signed treaties, and that they were all under common law that originated in England. He ends his article with this statement: "It must grow and develop naturally out of ever closer associations of nation with nation in a common effort, if it is to come at all."[2]

During and after the Revolution, the congress did nominally unite the Colonies, but it had no more power than the general assembly of the United Nations has today. It could only recommend actions, it could not force them.

1/ Edward Lewis, "Are We Ready for a World State?" Yale Review, March, 1946, 35:491-501.

2/ Ibid., pp. 491-501.

The dictionary gives as a definition of sovereignty "supreme political power or authority."

Lack of natural boundaries and common economic interests are two factors that will probably play an important part in the final unification of Europe. Similarly, those are two of the main reasons why the thirteen colonies united and developed into such a strong nation.

The Colonies experimented both during and after the war with divided sovereignty and only a nominal central government. During the six years of the Articles of Confederation, the citizens found that such a government was impossible. They discovered that only one type of central government would work, the type having both taxing and police power. Only then were the individual states willing to give up a small amount of their power. Even today, there are still arguments as to just how much power the Federal government should have. It took many long and patient years of determination, hard work and gradual change to bring the United States to the position that it now possesses. This,I think, is the lesson that the whole world can learn from the era of American History from 1763-1789. Is the world of today open to suggestion and the opportunity that history gives it?

The importance of any history lies not in knowing about the past alone, but in the fact that a knowledge of the past prepares the individual to understand the present and the

future, and at least attempt to avoid the mistakes made by other generations. The average person knows only the history that is found in school textbooks. Just what have these books shown to be the important events and causes of the revolution? Is the citizen of today better informed than his counterpart of one hundred years ago?

CHAPTER II

PREVIOUS STUDIES

There have been many studies relative to the changes in history textbooks, dealing with the political, economic, and social aspects of the problem. However, the only previous study similar to the present one was conducted by Altschul[1] in 1917. He examined forty history books in use during the 1890's and fifty-three in use during World War I. He found that few books either gave any background of economic conditions in England before or during the Revolution or mentioned any of the prominent Englishmen favorable to the colonists, with the exception of William Pitt.

During and after World War I, the treatment of the American Revolution in textbooks changed considerably. By 1930, Pierce,[2] studying the civic attitudes in textbooks currently in use, found an earnest effort to present both sides of the Revolution. Emphasis in most of the books was placed on the fact that the colonists had built up an entirely different interpretation of government than that known in England. Out of forty books that she investigated only three

1/ Charles Altschul, The American Revolution in Textbooks. New York: George H. Doran Company, 1917.

2/ Bessie L. Pierce, Civic Attitudes in Textbooks. Chicago: The University of Chicago Press, 1930, pp. 9-47.

failed to mention opposition in England to the King's policy.

Blythe[1/] found a pronounced hesitancy on the part of the textbook writers to incorporate new ideas, even if justified, into their books. She studied fifty-three secondary-school American History books published between 1897 and 1930. She made her conclusion concerning the incorporation of new ideas on the basis of content concerning thirty-two new discoveries, emphases and viewpoints published since 1893. Seventy-six per cent of the views had been incorporated into less than ten per cent of the books. Some of these new views dealing with the Revolution that she investigated were: the treatment of the loyalists, "British muddling" in the west as a cause of the Revolution, and early French aid in the form of supplies sent before Saratoga.

Clem and Ellis[2/] made a study of space allotted to each period of history in sixteen American History textbooks. They found that the space allotted to the Revolutionary period varied from 9.7 to 12.13 per cent of the books.

Walworth[3/] in his study of School Histories at War found

1/ Irene T. Blythe, "Textbooks and the New Discoveries, Emphases, and Viewpoints in American History," Historical Outlook 23:395-402, December, 1932.

2/ O. Clem and W.J. Ellis, "Comparative Space by Periods of Sixteen Recently Published American History Textbooks," Historical Outlook 24:459-61, December, 1933.

3/Arthur Walworth, School Histories at War, Cambridge: Harvard University Press, 1938, pp. 3-21.

an even more liberal attitude toward England, than previously had been found. The tendency was to explain that the Revolution was inevitable and that neither side could do much to stop it. Loyalists, however, still failed to receive fair treatment at the hands of the authors.

In a study of changing content in American History courses, Meredith[1/] found that present-day courses are greatly influenced by the recommendations of national professional committees. Schools, today, have as a guide the report of the Committee on American History. It recommends spending two-thirds of the time in Junior High American History classes on the period from 1763-1783. A century ago, individual textbook writers were the only ones to influence the course of study, contrary to many agencies today. For the period 1763-1783, Goodrich in his 1857 edition used seventy-four pages or about 22.5 per cent of the book; Willson in 1847 used 94 pages or about 27.5 per cent; and Willard in 1853 used 124 pages or about 26.3 per cent of her book. Willson and Willard gave almost no space to social and economic matters, Goodrich did have some "notes" at the end of each chapter which he devoted to social and economic changes. Today, textbooks spend a great deal more time on social, economic, educational, and religious changes than did their nineteenth century counterparts.

1/ Dorothy Meredith, "Changing Content of American History Courses," 17th Yearbook of the National Council for the Social Studies, The Study and Teaching of American History, Washington, D.C., 1947.

Israel[1/] made a study of controversial issues as they appeared in textbooks. He compared the attitudes of three historians toward issues which they all considered controversial, with the statements concerning these issues found in ten American History textbooks. Many times he found that these issues were entirely omitted or were, in most cases, passed over rather quickly with only a sentence devoted to each. The issue of most interest to this study that he included as controversial, was the treatment of the Loyalists. He found that this issue was, for the most part, entirely omitted by writers, but when it was mentioned, the whole issue was belittled.

1/ J.B. Israel, "Certain Issues in American History and Their Treatment in Ten High School Textbooks," unpublished Master's Thesis, Boston University School of Education, 1948.

CHAPTER III

ANALYSIS OF THE NINETEENTH AND TWENTIETH CENTURY TEXTBOOKS

Procedure

The eighteen tables on the following pages of this thesis are an attempt to analyze four 20th century and four 19th century American History books. Since the 19th century textbooks were not graded, it was difficult to decide the class of 20th century books with which to compare them. After consideration of the fact that the high school in the middle of the nineteenth century was still for the class of students preparing to go to college, it necessarily followed that any books having a very wide usage during this period would have been meant for the grammar school level. Hence, the four 20th century books used in this study are four recently published Junior High School American History books.

In order to simplify the tables as much as possible, the books are designated by letters. The following gives each book and the letter used to designate it:

A-- Goodrich, C.A., History of the United States, 100th edition, Boston: Jenks and Palmer, 1844.

B-- Willson, Marcius, History of the United States, New York: Caleb Bartlett, 1846.

C-- Willard, Emma, Abridged History of the United States, New York: A.S. Barnes and Company, 1849.

D-- Quackenbos, G.P., Illustrated History of the United States, New York: D. Appleton and Company, 1858.

E-- Tryon, Rolla, Charles Lingley, and Frances Morehouse, The American Nation Yesterday and Today- 5th edition, Boston: Ginn and Company, 1942.

F-- Faulkner, Harold, Tyler Kepner, and Victor Pitkin, U.S.A., New York: Harper Brothers, 1945.

G-- Wilson, Howard E., and Wallace E. Lamb, American History, New York: American Book Company, 1947.

H-- Compton, Raymond, Freedom's Frontier, Chicago: Lyons and Carnahan, 1948.

TABLE I

TOTAL NUMBER OF WORDS DEVOTED TO THE PERIOD

1763 - 1789

A	B	C	D	E	F	G	H
24776	19520	20649	36131	13530	18060	18090	26784

TABLE II

NUMBER OF WORDS DEVOTED TO EACH SECTION OF THE PERIOD

1763-1776	7296	5580	8232	3767	3795	2709	9990	9288
1776-1783	14440	12545	10602	30411	6435	3913	2700	9072
1783-1789	3040	1395	1815	1953	3300	11438	5400	8424

In counting the number of words devoted to the period 1763-1789, the writer has taken the average number of words in a line and then the average number of lines on a page; these were multiplied to obtain the total number of words per page for each book. Allowance for all pictures, maps and charts was made in estimating the total number of words for one book.

In Table I, the total number of words devoted to the period seems to be about the same in each group of books, some that devote a smaller amount in each group being offset by others that use a larger number of words. Books A,B,C, and D actually devote about 12 per cent more to this period than do books E,F,G, and H.

In Table II, the number of words is divided according to the three sections into which the entire period can be divided. The 20th century books spend about 2 per cent more space on the first section than do the 19th century books, while the second section receives 50 per cent more attention from the 19th century books. In the third section, the 20th century books again devote the most, with 56 per cent more space for the discussion of the Articles of Confederation and the Constitution.

TABLE III

THE NUMBER OF PICTURES AND MAPS FOUND IN THE EIGHT BOOKS WITHIN THE SECTION CONCERNED WITH THE PERIOD 1763-1789

	A	B	C	D	E	F	G	H
Pictures	9	2	3	15	21	12	18	20
Maps	0	18	2	11	5	3	7	4

TABLE IV

CLASSIFICATION OF THE SUBJECTS OF THE PICTURES DEVOTED TO THIS PERIOD

	A	B	C	D	E	F	G	H
People	0	0	0	1	6	1	0	5
Events	9	2	3	5	9	8	15	6
Places and things	0	0	0	9	6	3	3	9

Visual aids in the form of maps, pictures, and charts do a great deal to further the amount of knowledge gained in the study of a book. History, above all, can be taught a great deal more easily, especially to Junior High School students, when some type of visual perception is possible. The textbooks of the 19th century are certainly at a disadvantage when compared to 20th century textbooks in this field. This is especially true in the case of charts, since the 19th century books do not contain them.

Table III, shows that the 20th century books have many more pictures while the 19th century books have more maps. Book D, the latest book of the 19th century, has a large number of pictures, probably due to the fact that as soon as methods of reproduction of pictures improved, more were added to textbooks. In the matter of maps, the fact that the 19th century books, as a whole, devote a great deal more space to maps and to the actual battles of the war demonstrates the importance which the writers of that era placed on warfare. The exception to this statement, however, is book A which had no maps.

In Table IV, a tendency of all textbook writers is shown, to devote the largest percentage of all the pictures to action subjects. The twentieth century has brought a tendency for individual pictures and still pictures. Book D again is the only book of the 19th century to have any such pictures.

TABLE V

DIVISION OF THE MAPS DEVOTED TO THIS PERIOD INTO FIVE GENERAL CATEGORIES WITH THE NUMBER UNDER EACH CATEGORY

	A	B	C	D	E	F	G	H
Thirteen Colonies in 1775	0	0	1	0	1	0	1	0
Northwest Territory and its campaigns	0	0	0	0	1	1	1	1
Campaigns of the South	0	5	0	3	1	1	1	0
Northern and Central Battle-fields	0	13	1	7	1	1	3	1
U.S. in 1783	0	0	0	0	1	0	1	0

Table V contains all the maps appearing in the eight books under five classifications. It is quite noticeable that of the five classifications, the 19th century books had maps that could be classified under only three headings. The concentration of the maps in these 19th century books seems to be in the classification of Northern and Central Battlefields. Out of a total of thirty-one maps appearing in this group of books, twenty-one of them appear in this classification. The fact that none of the nineteenth century books mentioned George Rogers Clark and his expeditions in the west is reason enough for the omission of maps of the Northwest territory. The maps in the 20th century books

are larger in size, although fewer in number due to the fact that they usually include many campaigns on a single map.

TABLE VI

GENERAL CLASSIFICATION OF PICTURES DEPICTING HAPPENINGS AND OBJECTS CONNECTED WITH IMPORTANT EVENTS OF THE PERIOD 1763 - 1789

	A	B	C	D	E	F	G	H
Stamp Act					1	1	2	1
Committees of Correspondence							1	
Boston Tea Party	1							1
Lexington and Concord	1						1	1
Ticonderoga	1				1			
Bunker Hill	2	1				1		1
Declaration of Independence				1	1	1	2	1
Independence Hall				1	1	1		1
Valley Forge				1	1			1
Crossing the Delaware	1							
United States Flags				1	1			1
Surrender of Cornwallis		1		1			1	
Shay's Rebellion						1	1	
Constitution					1		2	1

TABLE VI (concluded)

	A	B	C	D	E	F	G	H
Samuel Adams					1			1
Benjamin Franklin				1	1			2
Patrick Henry				1	1		1	2
George Washington	1	1	2		1			

Table VI does not contain a classification of all the pictures found in the eight books. Only those depicting events and individuals of the period that are at least mentioned in all the books are classified. The Stamp Act, Bunker Hill, the Declaration of Independence, Independence Hall, Patrick Henry, and George Washington are the subjects most frequently seen in the pictures of these books. Again, D can be classified more with the 20th century books than with those of the 19th century. It contains only pictures of subjects found in the later books, with the exception of the Surrender of Cornwallis and George Washington. The Stamp Act and the Declaration of Independence are the only subjects presented pictorially in all of the 20th century books. There is no subject included in all of the 19th century books.

TABLE VII

IMPORTANT EVENTS OF THE PERIOD 1763 - 1789 AND THE NUMBER OF WORDS DEVOTED TO THEM IN THE 19th CENTURY TEXTS

	A	B	C	D
Writs of Assistance	208	135		135
Stamp Act	640	180	108	135
Boston Massacre	209	80	63	54
Committees of Correspondence	200			
Boston Tea Party	96	72	36	162
Boston Port Bill	96	90	54	18
1st Continental Congress- September, 1774	120	117	324	108
Battle of Lexington and Concord	284	225	234	279
Capture of Crown Point and Ticonderoga	80	90	108	252
Battle of Bunker Hill	440	504	315	612
2nd Continental Congress	400	243	54	18
Invasion of Canada	584	747	441	585
Evacuation of Boston	168	297	72	180
Declaration of Independence	520	279	108	198

TABLE VII (continued)

	A	B	C	D
Battle of Long Island	152	342	162	261
Battle of White Plains	184	126	117	171
Retreat to New Jersey	72	162	90	144
Crossing the Delaware	168	306	117	207
Battle of Trenton and Princeton	64	198	180	234
Battle of Brandywine	160	189	117	189
Battle of Bennington	192	81	81	216
Battle of Saratoga	160	360	162	963
Conditions at Valley Forge	144	126	108	216
Capture of Savannah	104	90	117	117
Reduction of Stony Point	216		63	216
Battle of Monmouth	160	441	99	207
Massacre of Wyoming	96	180	45	261
Sea Battles-John Paul Jones		189	81	315
Finance-Robert Morris		108	63	45

TABLE VII (concluded)

	A	B	C	D
Depreciation of Colonial Currency	272		180	144
Surrender of Charleston	272	216	72	207
Battle of Camden	224	234	99	207
Battle of King's Mountain		117	72	99
Treachery of Arnold	640	498	441	558
Mutiny in Pennsylvania	200	217	135	171
Battle of Cowpens	120	126	45	135
Battle of Eutaw Springs	160	126	153	180
Surrender of Cornwallis	368	693	279	189
Peace of Paris	146	171	108	90
Articles of Confederation	120	261		
Defects of Articles	408	144	54	198
Shay's Rebellion	208	18	81	81
Northwest Ordinance				
Constitutional Convention	192	90	270	99
Constitution	774	36	450	792

Table VII shows a definite consistency for all the 19th century books to devote a similar number of words to the same subjects. The Committees of Correspondence were only mentioned in A, a fact that shows Samuel Adams to be absent from the books of that century. A, however, failed to mention John Paul Jones or Robert Morris both of whom received notice in the other three books. The Articles of Confederation, although it received due attention in A and B, failed in C and D. The Northwest Territory neither during the war nor after it received any attention in the books of this century. The only mention of this section of the country is found in the history by Quackenbos:

> About the time of the framing of the Constitution, Congress, having obtained from several of the states a cession of large tracts in the west, included in their charters but still unsettled, organized the region bounded by the Ohio, the Mississippi, the Great Lakes and Pennsylvania into "The Northwest Territory."[1]

D consistently devoted more words on all the events due to the fact that it spent more space on the period as a whole. With the exception of B, the other books of the group spent an average number of words on the years from 1783-1789.

1/ G.P. Quackenbos, Illustrated School History of the United States, New York: D. Appleton and Company, 1858, p.311.

TABLE VIII

IMPORTANT EVENTS OF THE PERIOD 1763-1789 AND THE NUMBER OF WORDS DEVOTED TO THEM IN THE 20th CENTURY TEXTS

	E	F	G	H
Writs of Assistance	170	168	204	372
Stamp Act	180	98	372	342
Boston Massacre	20	42		18
Committees of Correspondence	60	56	150	18
Boston Tea Party	10	21	48	150
Boston Port Bill	10	14		96
1st Continental Congress, September, 1774	80	28	72	366
Battle of Lexington and Concord	130	112	222	252
Capture of Crown Point and Ticonderoga	20	35	78	30
Battle of Bunker Hill	90	154	168	210
2nd Continental Congress	40	77	102	138
Invasion of Canada	70	21	126	
Evacuation of Boston	60	35		114
Declaration of Independence	90	238	342	156

TABLE VIII (continued)

	E	F	G	H
Battle of Long Island	80		18	48
Battle of White Plains				36
Retreat to New Jersey	70	42	18	102
Crossing the Delaware	90	42		198
Battles of Princeton and Trenton	100	14	36	126
Battle of Brandywine	10	14	14	42
Battle of Bennington	30		18	18
Battle of Saratoga	90	105	42	78
Conditions at Valley Forge	40	21		348
Capture of Savannah	20		6	6
Reduction of Stony Point				72
Battle of Monmouth	70			210
Massacre of Wyoming		105		
Sea Battles-John Paul Jones	40	217	60	276
Finance-Robert Morris	100			30

TABLE VIII (concluded)

	E	F	G	H
Expeditions of George Rogers Clark	250	119	60	480
Depreciation of Colonial Currency	60		198	36
Surrender of Charleston	40	84		30
Battle of Camden	60		18	120
Battle of King's Mountain	80		102	42
Treason of Arnold	30		66	138
Battle of Cowpens	30		24	24
Battle of Eutaw Springs				
Surrender of Cornwallis	220	175	126	228
Peace of Paris	140	70	636	
Articles of Confederation	250	98	234	60
Defects of Articles	140	49	258	72
Shay's Rebellion	30	28	132	24
Northwest Ordinance	100		84	390
Constitutional Convention	300	1022	636	1920
Constitution	210	672	390	906

The number of words spent on the actual battles of the Revolution is shown to be extremely small by Table VIII. The Boston Massacre receives barely a passing glance from this group of books. With the exception of H, the Boston Tea Party also receives but bare mention. The Invasion of Canada while receiving attention from three books is not even mentioned by H. The Evacuation escapes attention in G. The Mutiny in Pennsylvania is not mentioned by any of the 20th century books, probably due to the fact that the period from 1776-1783 is covered rather quickly with only the barest of facts in which some men such as General Anthony Wayne, the commander of the troops in Pennsylvania, were omitted entirely. The topic of the Peace of Paris receives a variety of attention, with bare mention by F, entire omission in the case of H, and an account of one hundred words in E and six hundred in G. Most of the events, however, receive an average amount of attention in comparison with the total number of words spent on this period.

TABLE IX

COMPARISON OF THE TOTAL NUMBER OF WORDS DEVOTED TO EACH IMPORTANT EVENT IN THE 19th AND 20th CENTURY TEXTS

	19th Century Texts	20th Century Texts
Writs of Assistance	478	914
Stamp Act	1081	992
Committees of Correspondence	200	284
Boston Massacre	406	80
Boston Tea Party	366	229
Boston Port Bill	258	120
First Continental Congress	569	546
Battle of Lexington and Concord	986	716
Capture of Ticonderoga	530	163
Battle of Bunker Hill	1871	622
2nd Continental Congress	715	357
Invasion of Canada	2357	217
Evacuation of Boston	717	209
Declaration of Independence	1105	826
Battle of Long Island	917	66
Battle of White Plains	598	36
Retreat to New Jersey	468	232
Crossing the Delaware	798	330
Battles of Trenton and Princeton	676	276
Battle of Brandywine	655	80

TABLE IX (continued)

	19th Century Texts	20th Century Texts
Battle of Bennington	570	66
Battle of Saratoga	1618	315
Conditions at Valley Forge	594	409
Capture of Savannah	428	32
Reduction of Stony Point	495	72
Battle of Monmouth	907	280
Massacre of Wyoming	582	105
Sea Battles-- John Paul Jones	585	593
Finance - Robert Morris	216	909
Depreciation of Colonial Currency	596	294
Surrender of Charleston	767	154
Battle of Camden	764	198
Battle of King's Mountain	288	224
Treason of Arnold	2137	234
Mutiny in Pennsylvania	663	
Battle of Cowpens	426	78
Battle of Eutaw Springs	619	
Surrender of Cornwallis	1529	749
Peace of Paris	515	846
Articles of Confederation	381	642
Defects of Articles	804	519
Northwest Ordinance		574

TABLE IX (concluded)

	19th Century Texts	20th Century Texts
Shay's Rebellion	388	214
Constitutional Convention	651	3878
Constitution	2022	2178

Table IX shows that comparison between the 19th and 20th century again demonstrates the tendency of the 20th century to devote more space to the period following the Revolution than to the actual Revolution. The 20th century books many times list battles only in connection with the campaign maps. These maps contain all the important battles of the war, although they are seldom mentioned in the text. Such topics as the Constitutional Convention, and the Northwest Ordinance are covered very completely in the 20th century books, while topics such as the treason of Arnold and the mutiny in Pennsylvania fall far short of the number devoted in the 19th century books.

The 19th century tended to emphasize the military more than the political or economic aspects of history. Such topics as the Battle of Saratoga, Invasion of Canada, Bunker Hill, and the Stamp Act received the most collective attention from the 19th century books.

Table IX actually only re-emphasizes the material given in Table II.

TABLE X

COMPLETE LIST OF ALL PERSONS MENTIONED WITHIN THE PERIOD 1763-1789 IN THE FOUR 19th CENTURY TEXTBOOKS AND THE TIMES EACH WERE MENTIONED

	A	B	C	D
John Adams	16	5	2	7
Samuel Adams		1	1	6
Ethan Allen	4	2	4	6
General Agnew	1			
Major Andre	21	4	9	13
Admiral Arbuthnot		3	1	
Major Armstrong		1		1
Benedict Arnold	39	18	31	36
Mrs. Arnold				1
General Ashe		2	1	1
Colonel Balfour		1	1	
Colonel Barre	1		2	
Colonel Barton		1	1	4
Colonel Baum	6	1	2	1
Governor Bernard	1	1	3	
Captain Nicholas Biddle				2
Captain Bidlack				1
Colonel Boyd		2	1	
Governor Bowdoin				1
Private Brant			2	1
Brant (a Mohawk)		1	1	

TABLE X (continued)

	A	B	C	D
Mrs. Bratton				1
Major Bromfield				3
General Burgoyne	10	13	15	20
Colonel Buford		1	1	1
Mr. Burke	1			1
Aaron Burr				1
Captain John Butler		1	2	1
Zebulon Butler				1
Admiral Byron		1		2
General Cadwallader		3		
Mr. Caldwell	1			
Mrs. Caldwell	1			
Lord Camden		1	1	
Lieutenant-Colonel Campbell		2	1	1
Colonel Campbell	2	2	1	2
Sir Guy Carleton	2	2	6	2
Governor Carleton		4		
Carlisle (writer)			1	
Captain Carries	2			
Hesse Cassel			1	
John Champe	29			3
Captain Cheeseman	1			
Colonel Cilley				1

TABLE X (continued)

	A	B	C	D
General Clarke		1		3
Governor Clinton		1		1
General Clinton	22	45	28	26
General Cornwallis	31	36	24	35
Colonel Cruger				1
Mr. Conway	2		5	1
Colonel Dalrymple	1			
Mrs. Darrah				2
Silas Deane		2	2	2
Count D'Estaing	9	9	4	7
Count De Grasse	4	4	2	2
General de Heister	1	2	1	1
Baron de Kalb	2	1	2	6
Marquis de LaFayette	5	10	10	17
Count de Rochambeau	6	3	2	1
General Dickinson		1		
Colonel Donop		1	1	
Colonel Drayton	1			
Lord Dunmore	2	3	7	5
General du Portail	1			
Mr. Eden			1	
Sir William Erskine	1			
Queen Esther				2

TABLE X (continued)

	A	B	C	D
General Ewing		2		
Colonel Eyre				2
General Fenwick				1
Major Ferguson		3	2	3
Captain Ferguson	1			
Colonel Fitzgerald				2
Mr. Fitzherbert	1			
Mr. Fox				1
Benjamin Franklin	7	7	9	9
Colonel Francis			1	
General Frazer			2	3
Frederick the Great				1
General Gage	5	5	11	11
Colonel Gansevoort		1	2	1
General Horatio Gates	7	12	9	20
Emily Geiger				2
George II				1
George III				4
Mr. Gibbs				1
Mr. Girard			1	
Duke of Grafton	3			
Admiral Graves		1		
General Grey		1		

TABLE X (continued)

	A	B	C	D
General Greene	23	18	13	33
General Gregory			1	
Mr. Grenville	2	3	5	1
Captain Nathan Hale			1	1
Alexander Hamilton			1	2
Mrs. Hampton				1
John Hancock	3	1	4	3
Admiral Hatham		1		
Colonel Isaac Hayne		1	1	4
General Heath	1	1		
Captain Helm				1
Patrick Henry	3	5	3	8
General Herkimer		1	1	1
Commodore Hopkins	1	1		
Mr. Horry				1
Colonel Howard				1
General Howe	8	16	17	25
Admiral Howe	4	6	7	3
General Herbert Howe	1	2		
General Huger		1	3	1
Colonel Huntington			1	
Governor Hutchinson	2	2	3	
Mr. Ingersoll			1	

TABLE X (continued)

	A	B	C	D
Andrew Jackson				3
Mrs. Jackson				1
Mr. James				1
Colonel Jameson	2	1	1	
Sergeant Jasper	2		1	2
John Jay	1	2	1	2
Thomas Jefferson	10	3	1	6
Colonel Johnson			1	1
Sir John Johnson			1	1
Mr. Johnstone			3	
John Paul Jones		4	2	5
Lieutenant Jones			2	2
Thaddeus Kosciuszko		1	1	2
Colonel Knowlton	2	1		1
General Knox	1			2
General Knyphausen	4	3		
Henry Laurens	1	2	1	1
Colonel Ledyard	1	1	1	2
General Charles Lee	20	12	8	11
Arthur Lee		1	2	1
Henry Lee	5	3	2	1
Major Leitch		1	2	1
General Leslie			1	

TABLE X (continued)

	A	B	C	D
General Lincoln	12	9	7	14
Robert R.Livingstone	2	1		1
James Madison				1
Colonel Magaw		1		
General Francis Marion		1	4	5
John Marshall				1
General Mathews			1	
Jane M'Crea			1	3
Mr. M'Crea				1
Mrs. McNeil				3
Captain M'Pherson	1			
General Meigs		2	1	2
General Mercer	1	2		2
Mr. Middleton	2			
General Mifflin	1	3	1	3
Admiral Montague				1
General Montgomery	10	9	5	6
Mr. Moore				1
General Morgan	8	6	4	10
Robert Morris		2	1	7
Mrs. Motte				2
Colonel Moultrie	1	3	3	2
Captain Mowatt			1	

TABLE X (continued)

	A	B	C	D
General Nash				1
Colonel Nicols				1
Lord North	1	4	1	3
Mr. Ogden	1	1		
General O'Hara	1			1
General O'Reilly				1
Andrew Oliver	4		1	
Mr. Oswald	1	1		
James Otis		1		2
Admiral Hyde Parker				4
Sir Peter Parker	1	2	1	
Captain Parker		1		
John Paulding	2	1	1	1
Captain Pearson		1	1	
Mr. Penn			1	
Lord Percy	3	1	2	3
General Phillips	1	2	1	
Colonel Pickens	1	1	1	2
General Pigot	1	1	1	1
Major Pitcairn	3	1	2	2
Mary Pitcher				2
Mr. Pitt	7	6	4	1
Seth Pomeroy	1			
Pompey (negroe)				2

TABLE X (continued)

	A	B	C	D
Colonel Prescott		3	5	10
Captain Preston	1	2		
General Prevost	2	5	4	5
Count Pulaski		3	2	3
General Putnam	4	2	1	6
John Quincy		1		1
Colonel Rahl		1	1	2
Peyton Randolph	1		2	
Lord Rawdon	8	9	7	10
Mrs. Joseph Reed				1
General Reed			1	1
Beverly Robinson				2
Colonel Robinson			1	
Lord Rockingham	2	1		
Timothy Ruggles	2	2		
Governor Rutledge	1		2	2
General Schuyler	8	5	8	9
Daniel Shay	1		1	1
Colonel Shelby			1	1
General Shepard	1		1	
Roger Sherman	2	1		1
General Silliman		1		1
Marquis St. Simon		1		

TABLE X (continued)

	A	B	C	D
Lieutenant-Colonel Smith	1	1	1	3
General Stark	3	1	1	3
Joseph Spencer	1			
General St. Claire	3	5	4	4
General Stirling		2	1	5
Lord Stirling	1	1		1
Colonel St. Leger		1	5	3
Colonel Stuart		4	1	3
General Sullivan	6	11	8	13
General Sumter	2	4	8	8
Colonel Tarleton	8	15	6	9
Mr. Taylor				1
Admiral de Ternay	1	1		
Mr. Thatcher		1		
General Thomas	1	2	1	2
Mrs. Thomas				1
Charles Thompson	3			1
Colonel Thompson		1		2
Charles Townsend	2	1	1	
Governor Tryon	4	5	3	7
Artemus Ward	3	1		1
Colonel Seth Warner		1	5	
General Warren	1	1	1	5

TABLE X (concluded)

	A	B	C	D
Colonel Washington				4
General George Washington	78	89	77	98
Martha Washington			1	
General Wayne	5	4	2	11
Major Wemp		1		
John Wesley	1			
Mrs. Wilkinson				3
Colonel Wilkinson	1			
David Williams	2	1	1	1
General Wolf	1		1	1
General Woodhull	1	1		
General Wooster	5	2	2	3
Mr. Wynn				1
Isaac Van Wort	2	1	1	1
Baron Vicesmil			1	
Baron Von Steuben			1	3

Two hundred and forty-six people are listed in Table X, thus showing the total number of names to be found in the four 19th century textbooks. Of this number, however, a comparatively few are mentioned more than one or two times. The greatest number are given only the passing mention that is often given to contemporaries whose names will never live in history. Books A,C, and D include many individual adventures of the war, none of which could actually be called national history. Only about fifty people on the list were mentioned in the books at least five times.

Tables XII-XVIII contain a more complete analysis of the names found in these books.

TABLE XI

COMPLETE LIST OF ALL PERSONS MENTIONED WITHIN THE PERIOD 1763-1789 IN THE FOUR 20th CENTURY TEXTBOOKS AND THE TIMES EACH WERE MENTIONED

	E	F	G	H
John Adams	1	2	4	6
Mrs. John Adams	2			
John Quincy Adams				1
Samuel Adams	4	4	8	37
Ethan Allen	1	1	4	1
Governor Edmond Andros			2	
Benedict Arnold	4		11	8
Nathaniel Bacon		1		1
John Barry	1	3		
Caron de Beaumarchais	2			
Daniel Boone				1
General Braddock				1
General Burgoyne	2	5	8	7
Edmund Burke			1	4
Samuel Chase				1
George Rogers Clark	6	5	3	15
General Clinton	3		1	5
Lord Cornwallis	14	4	7	16
William Dawes	1	1		2
Baron de Kalb	1			1

TABLE XI (continued)

	E	F	G	H
Baron de Grasse	4			
John Dickinson				3
Francis Drake				1
Baron du Barras	1			
General Eisenhower				1
Ralph Waldo Emerson				1
Benjamin Franklin	5	8	15	44
Frederick the Great	2			
Christopher Gadsen			1	
General Gage	4	3	4	6
General Horatio Gates	6		3	12
George III	7	2	6	14
Elbridge Gerry	1			1
General Grant				1
Nathaniel Greene	6	1		12
George Grenville	3			3
Nathan Hale			1	3
Alexander Hamilton	3	2	5	22
Colonel Henry Hamilton	2		1	
John Hancock	3	1	3	7
Patrick Henry	5	2	9	34
William Henry				1
General Herkimer		1		3

TABLE XI (continued)

	E	F	G	H
Admiral Richard Howe	1			1
General Howe	13	5	1	17
John Jay			1	
Thomas Jefferson	5	41	6	27
John Paul Jones	1	7	1	2
Rufus King				1
Thaddeus Kosciuszko	1			1
Marquis de LaFayette	3	1		7
Charles Lee	1			12
Henry Lee				8
Richard Henry Lee	1	1	2	2
Robert E. Lee				1
General Lincoln	1			
President Lincoln				1
Phillip Livingstone				1
Robert Livingstone	2	1	1	
John Locke				1
Louis XVI	2			
General MacArthur				1
James Madison	4	2	4	16
Francis Marion	3	1	3	1
Luther Martin			1	
Gouverneur Morris				6

TABLE XI (continued)

	E	F	G	H
Robert Morris	4			4
George Mason				1
Richard Montgomery	1	4		
Daniel Morgan	2	1		6
James Otis	1		2	
Lord North	2			
Thomas Paine	1	6	4	5
Captain Parker				2
William Paterson				1
General Pershing				1
Parson Phillip			2	
Captain Pickens	3	1		1
William Pitt				3
Count Casimir Pulaski	1			1
Israel Putnam	2			1
Colonel Prescott		1		
Edmund Randolph				1
Paul Revere	1	1	2	3
Admiral Rochambeau	4			
Lord Rockingham	1			
Admiral Rodney	4			
Mrs. Betsey Ross				1
John Rutledge				3

TABLE XI (concluded)

	E	F	G	H
General St. Leger	3		5	
Philip Schuyler	1			3
Daniel Shay	2	1	5	2
Roger Sherman	1	1	1	1
Captain Smith				1
John Stark	1			4
John Sullivan	1	1		3
General Sumter	2	1		
Lord Tarleton	6			
Charles Townsend	1		1	1
Baron Von Steuben	2			
Horace Walpole			1	
Doctor Joseph Warren				6
George Washington	46	26	20	126
Martha Washington				1
Anthony Wayne	10			
James Wilson			2	18
Woodrow Wilson				1

One hundred seven people are listed in Table XI, showing that in the 20th century textbooks, fewer names are to be found than in 19th century books. The present century produces books that are not so apt to bring individual stories into history except in the case of men such as Washington and Jefferson or even Samuel Adams. Only the names needed in the barest outlines of the war are mentioned, while in the section preceding and following the war, the material is enlarged and includes many men that were entirely omitted from the 19th century textbooks.

Tables XII-XVIII give a more complete analysis of this list.

TABLE XII

COMPOSITE OF ALL BIOGRAPHICAL SKETCHES AND THE NUMBER OF WORDS DEVOTED TO EACH

	A	B	C	D	E	F	G	H
Samuel Adams							150	
Ethan Allen		36						
Marquis de LaFayette		72						
Benjamin Franklin		72						
Nathan Hale			90	90			66	96
Alexander Hamilton								120
Patrick Henry				99			144	
Thomas Jefferson					1176			612
General Montgomery	108							
General Putnam				333				
George Washington								1098

Biographical sketches mentioned in Table XII are meant to denote passages, not specifically designated, that deal with the lives of important people, and are not, for the most part, limited to details of the person's life during the Revolution. The table shows that Benjamin Franklin, Nathan Hale, Patrick Henry, and Thomas Jefferson are the only men considered important enough to warrant a special consideration of their lives in more than one book. Books E and A gave a clear, concise picture of conditions and the war in general, therefore, evidently saw no need of including the lives of individual men. Books C and F include only one sketch each, while Books D and G include three each. H, the latest book, includes the most, with the lives of five individual men. The fact, that sketches of Samuel Adams and Thomas Jefferson were given only in 20th century books, shows the increased importance given to them in this era. Short sketches of Nathan Hale included in four books evenly divided between the 19th and 20th century books, show that his importance in revolutionary history has not diminished over the years. Although George Washington was mentioned the greatest number of times in all eight books, a sketch was only included in Book H.

TABLE XIII

COMPOSITE OF ALL FOREIGNERS MENTIONED AND THE NUMBER OF TIMES EACH WERE MENTIONED

	A	B	C	D	E	F	G	H
John Barry					1	3		
Colonel Baum	6	1	2	1				
Hesse Cassel			1					
Caron de Beaumarchais					2			
Count D'Estaing	9	9	4	7				
Count de Grasse	4	4	2	2	4			
General de Heister	1	2	1	1				
Baron de Kalb	2	1	2	6	1			
Marquis de LaFayette	5	10	10	17	3	1		7
Count de Rochambeau	6	3	2	1	4			
Admiral de Ternay	1	1						
Colonel Donop		1	1					
Frederick the Great				1	2			
M. Girard			1					
John Paul Jones		4	2	5	1	7	1	2
General Knyphausen	4	3						
Thaddeus Kosciuszko		1	1	2	1			1
Louis XVI					2			
Count Pulaski		3	2	3	1			1

TABLE XIII (concluded)

	A	B	C	D	E	F	G	H
Colonel Rahl		1	1	2				
Baron Von Steuben			1	3	2			4
Baron Vioesmil			1					

A composite list of all the foreigners mentioned in the eight books shows that the importance to the Revolution of the foreigners that took part, is emphasized a great deal by the 19th century books, but only in a small way by the 20th century books. With the exception of LaFayette and John Paul Jones, no mention of foreigners is found in either Book F or Book G. Book H includes mention of Kosciuszko, Pulaski and Von Steuben, but still falls far short of the space given to the foreigners by Book E and the entire group of 19th century textbooks. Only two names are mentioned in 20th century books that are not found in 19th century books, while ten names found in the 19th century books are not mentioned in the 20th century books. John Paul Jones is the only name found in all the 20th century books, while seven names are found in all of the 19th century books. None of the names of the Hessian soldiers fighting for England are mentioned in books of the present century, while the names of six are found in the 19th century books. The tendency seems to be for the importance of the foreigners in the Revolution to be minimized at the present time.

TABLE XIV

ALL FOREIGNERS LISTED MORE THAN ONCE

	Nationality	Position and Importance in Revolution	Total no. of times mentioned	No. of books in which included
John Barry	Irish	naval leader	4	2
Colonel Baum	Hessian	commanded forces against colonists at Bennington	10	4
Caron de Beaumarchais	French	writer, sympathetic to colonists	2	1
Count D'Estaing	French	led French forces	29	4
Count de Grasse	French	led French naval forces	16	5
General de Heister	Hessian	led Hessian troops	5	4
Baron de Kalb	Bavarian	served in colonist army	12	5
Marquis de LaFayette	French	officer in colonist army	53	7
Count de Rochambeau	French	led French troops	16	5
Admiral de Ternay	French	led French naval forces	2	2

TABLE XIV (concluded)

	Nationality	Position and Importance in Revolution	Total no. of times mentioned	No. of books in which included
Colonel Donop	Hessian	hired officer of Hessian army	2	2
Frederick the Great	Prussian	sympathetic to colonist cause	3	2
John Paul Jones	Scotch	naval leader	22	7
General Knyphausen	Hessian	Hessian officer	7	2
Thaddeus Kosciuszko	Polish	engineer for colonist army	6	5
Louis XVI	French	gave financial and military help	2	1
Count Casimir Pulaski	Polish	fought in colonist army	10	5
Colonel Rahl	Hessian	commanded hired troops	4	3
Baron Von Steuben	Prussian	drilled colonist troops	10	4

The foreigners listed in Table XIV are those that took an active part in the Revolution, most of them having fought on the side of the colonists. These include one Irishman, one Scotchman, one Bavarian, one Prussian, two Poles, and five Frenchmen. They brought to the American cause the experience in warfare, and the financial assistance that was greatly needed to win the war.

TABLE XV

COMPOSITE OF ALL WOMEN MENTIONED

	A	B	C	D	E	F	G	H	Total no. of times
Abigail Adams*					2				2
Mrs. Benedict Arnold				1					1
Mrs. Bratton				1					1
Mrs. Caldwell 1									1
Mrs. Darrah				2					2
Queen Esther (Mohawk)				2					2
Emily Geiger				2					2
Mrs. Jackson				1					1
Jane M'Crea			1	3					4
Mrs. McNeil				3					3
Mrs. Motte				2					2
Mary Pitcher				2					2
Mrs. Joseph Reid				1					1
Mrs. Betsey Ross							1	1	2
Beverly Robinson				2					2
Mrs. Thomas				1					1
Martha Washington			1					1	2
Mrs. Wilkinson				3					3
									32 total in 8 bks.

* picture

The fact that women played a rather hidden role in the Revolution at least in history books is borne out by Table XV. Only two women were mentioned in more than one book, Martha Washington and Jane M'Crea. Of the entire eighteen women mentioned, thirteen of them are listed in Book D. Three of the books did not mention a single woman, while two books mentioned one each, and two others listed two each. It is interesting to note that although Emma Willard was a leader in the Feminist Movement of her day and founded a women's school, she included the names of only two women in the section of her book dealing with the Revolution.

TABLE XVI

MEN MENTIONED IN ALL EIGHT BOOKS

	Total times mentioned in 19th century books	Total times mentioned in 20th century books
John Adams	30	13
Ethan Allen	16	7
General Burgoyne	58	22
Lord Cornwallis	126	41
Benjamin Franklin	32	72
General Gage	32	17
John Hancock	11	14
Patrick Henry	19	50
William Howe	66	36
Thomas Jefferson	20	79
George Washington	342	218

Of the eleven men listed in Table XVI, six took an active part in the fighting of the Revolution, while five took part in the politics of their country of that era. John Adams helped to write the Declaration of Independence and during the war he represented the colonies abroad. Benjamin Franklin is important for his service at the English court before the war, during the war at the French court, and after the war at the Constitutional Convention. John Hancock and Patrick Henry are important for their influence in starting the revolt against England. Thomas Jefferson, in writing the Declaration of Independence, insured permanent fame in American History. The other names in Table XVI are famous for their services as leaders of both the English and the American armies.

It is interesting to note that while the number of times mentioned increased for such men as Benjamin Franklin and Thomas Jefferson in the 20th century books, a decrease for the military men is evident in comparison with the number of times that these same men are found in the 19th century books.

TABLE XVII

COMPARISON OF MEN LISTED IN ALL FOUR BOOKS OF THE 20th CENTURY WITH THE NUMBER OF TIMES THEY APPEAR IN 19th CENTURY TEXTS

	A	B	C	D	Total	no. of times in 19th-20th century texts
John Adams	16	5	2	7	30	13
Samuel Adams		1	1	6	8	53
Ethan Allen	4	2	4	6	16	7
General Burgoyne	10	13	15	20	58	22
Lord Cornwallis	31	36	24	35	126	41
George Rogers Clark	Not mentioned					29
Benjamin Franklin	7	7	9	9	32	72
General Gage	5	5	11	11	32	17
George III				4	4	29
Alexander Hamilton			1	2	3	32
John Hancock	3	1	4	3	11	14
Patrick Henry	3	5	3	8	19	50
General Howe	8	16	17	25	66	36
Thomas Jefferson	10	3	1	6	20	79
John Paul Jones		4	2	5	11	11
Richard Henry Lee	Not mentioned					6
James Madison				1	1	26
Francis Marion		1	4	5	10	8
Thomas Paine	Not mentioned					16
Paul Revere	Not mentioned					7

TABLE XVII (concluded)

	A	B	C	D	Total no. of times in 19th-20th century texts	
Daniel Shay	1		1	1	3	10
Roger Sherman	2	1		1	4	4
George Washington	78	89	77	98	342	218

Of the twenty-three names listed in Table XVII, four, George Rogers Clark, Richard Henry Lee, Thomas Paine, and Paul Revere, names well known in American History, were entirely omitted from all the 19th century textbooks. Samuel Adams, George III, Alexander Hamilton, and James Madison, although mentioned by the earlier books, did not receive so much attention as that given to them in the 20th century books. The rest of the fifteen on this list of names, seem to receive about equal attention in comparison with the total number of words devoted to the period as a whole.

TABLE XVIII

COMPARISON OF MEN LISTED IN ALL FOUR BOOKS OF THE 19th CENTURY WITH THE NUMBER OF TIMES THEY APPEAR IN 20th CENTURY TEXTS

	E	F	G	H	Total no. of times in 19th-20th century texts	
John Adams	1	2	4	6	30	13
Ethan Allen	1	1	4	1	16	7
Major Andre	Not mentioned				47	
Benedict Arnold	4		11	8	124	23
Colonel Baum	Not mentioned				10	
General Burgoyne	2	5	8	7	58	22
Colonel Campbell	Not mentioned				7	
Sir Guy Carleton	Not mentioned				12	
General Clinton	3		1	5	121	9
General Cornwallis	14	4	7	16	126	41
Count D'Estaing	Not mentioned				29	
Count de Grasse	4				12	4
General de Heister	Not mentioned				5	
Baron de Kalb	1			1	11	
Marquis de LaFayette	3	1		7	42	11
Count de Rochambeau	4				12	4
Lord Dunmore	Not mentioned				17	
Benjamin Franklin	5	8	15	44	32	72
General Gage	4	3	4	6	32	17

TABLE XVIII (continued)

	E	F	G	H	Total no. of times in 19th-20th century texts	
General Gates	6		3	12	48	21
General Greene	6	1		12	87	19
George Grenville	3			3	11	6
John Hancock	3	1	3	7	11	14
Patrick Henry	5	2	9	34	19	50
William Howe	13	5	1	17	66	36
Admiral Richard Howe	1			1	20	2
John Jay			1		6	1
Thomas Jefferson	5	41	6	27	20	79
Henry Laurens	Not mentioned				5	
Colonel Ledyard	Not mentioned				5	
General Charles Lee	1			12	51	13
Henry Lee				8	11	8
General Lincoln	1				42	1
General Mifflin	Not mentioned				9	
General Montgomery	1	4			30	5
Daniel Morgan	2	1		6	28	9
Colonel Moultrie	Not mentioned				9	
Lord North	2				9	2
John Paulding	Not mentioned				5	
Lord Percy	Not mentioned				9	

TABLE XVIII (concluded)

	E	F	G	H	Total no. of times in	19th-20th century texts
Colonel Pickens	3	1		1	5	5
General Pigot	Not mentioned				4	
Major Pitcairn	Not mentioned				8	
Mr. Pitt				3	18	3
General Prevost	Not mentioned				16	
General Putnam	2			1	13	3
Lord Rawdon	Not mentioned				34	
General St. Claire	Not mentioned				16	
General Schuyler	1			3	30	4
Lieutenant-Colonel Smith	Not mentioned				5	
General Stark	1			4	8	5
General Sullivan	1	1		3	38	5
General Sumter	2	1			22	3
General Tarleton	6				38	6
General Thomas	Not mentioned				6	
Governor Tryon	Not mentioned				19	
General Warren				6	8	6
General Washington	46	26	20	126	342	218
General Wayne	10				22	10
David Williams	Not mentioned				5	
General Wooster	Not mentioned				12	
Isaac Van Wort	Not mentioned				5	

Of the sixty-two names listed in Table XVIII, twenty-four are not mentioned in the 20th century books. Many of those not mentioned include foreigners, especially Hessian troops that fought for the English, five names mentioned in connection with the treason of Arnold, and some minor English generals and officials. Benedict Arnold, General Clinton, General Lincoln, General Montgomery, General Sumter, General Sullivan, and General Tarleton receive attention in the 20th century books, but not to the extent found in the 19th century books. In general, the names of the military leaders dominate the 19th century texts. Although mentioned in the 20th century books, they are passed over rather quickly.

CHAPTER IV

CONCLUSION

This study was initiated with the expectation that a great many differences in the textbooks of the two centuries would become apparent. The main purpose, therefore, was not to determine whether change had taken place but rather to determine the degree of change that had taken place in textbooks during the last one hundred years.

In summarizing the results of this study, the two main groups of books will be considered.

The 19th century group of books, as a whole, spent more time on the entire period 1763-1787 than did the 20th century books. The books of the present century, although not minimizing the importance of the battles of the Revolution, greatly condensed the material concerning them. Many factors, now considered important, were entirely omitted from the 19th century books. George Rogers Clark and his expeditions in the Northwest, entirely ignored in the 19th century books, is an example of this statement.

The methods of reproduction of pictures in the middle of the 19th century certainly cannot be compared with the methods of today. Books A,B,C, and D cannot, therefore, be expected to have pictures similar to those in Books E,F,G, H

yet Book D has within five as many pictures, some occupying practically a full page, as any book of the 20th century group. The books of the 19th century, with the exception of Book A, have more maps, probably due to the fact that the individual battles were emphasized. These do not include, however, maps of the entire thirteen colonies, the Northwest Territory, and the United States at the end of the war.

The treatment of events differs primarily in the number of words devoted to the battles of the Revolution. The most outstanding fact concerning the events occurring previous to the Revolution is the small number of words devoted by the 20th century books to the Boston Massacre. In fact, the entire event is omitted from Book G. The treason of Arnold while extensively treated in the earlier books, is barely mentioned by the 20th century group. A full description of the men and happenings of the Constitutional Convention appears in the present-day textbooks, while the 19th century books give this only a small amount of attention.

The number of people mentioned in the two groups of books cannot be compared without taking into consideration the total number of words spent on the entire period. If this is not done, it will appear that the 19th century books are overloaded with names. The 20th century group, in condensing the material for the entire period, has, of necessity, left out many names included in the older group of books.

Many of the foreigners, English and American officers mentioned in the 19th century books are ignored in the present-day books in favor of diplomats and statesmen.

This entire study actually emphasizes the vast change in the attitude of the American educator. The emphasis of this period has shifted from the battles of the Revolution to the "critical period" that followed the war. Today, educators believe the importance of studying this period is in learning the steps that were taken to set up our Federal Government. The actual warfare of the Revolution is considered of minor importance for the average student. References are included in the 20th century textbooks for the adventurous student who desires to read a more complete account of the Revolution, but the average student is content with only his textbook.

The importance of this study is purely historical. The 19th century books give a detailed account of every small battle and every person that played any part in the war. They seemed to ignore as much as possible the Articles of Confederation, the Constitutional Convention, and the men who played such an important part in this critical period. The 20th century books tend to spend an average amount of space on pre-revolutionary history, a smaller amount on the Revolution but to expand greatly the material concerning the period following the end of the war.

A general conclusion that might be reached as a result of this study is that the world of today needs citizens that have a good understanding of the fundamentals of government, and not of military history. The differences between the textbooks of one hundred years ago and those currently in use seem to indicate that the authors of today are attempting to meet this need.

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